

STARTING YOUR JOURNEY TO EXCELLENCE

YEAR 10 | 2026 – 2028

HIGH AMBITIONS • GREAT OPPORTUNITIES • A BRIGHT FUTURE



Whilst you wait- Screen-time check:

Have a little check of how many hours are currently logged for your child's screen time...



Scan for GCSEPod

THE
NEXT CHAPTER
STARTS HERE

**"Success at GCSE isn't built in Year 11...
It's built in Year 10 — day by day, habit by habit."**

Purpose of the Evening:



- Give you key information to help you maximise your child's potential at GCSE.
- To share our high expectations of Year 10 students and emphasise the importance of this year as a part of the bigger picture.
- To give you an overview of the key subject specific information surrounding your child's GCSEs.
- Allow you to access all the key information which can support your child at home with their GCSEs. Updates and support in place
- Answer any questions you might have about your child's GCSEs.



Your support network



- ✓ Mr Sayce and all of LT
- ✓ Miss Atkinson Head of Year 10
- ✓ Mr Reid- Head of KS4
- ✓ Form tutors
- ✓ Subject teachers
- ✓ Heads of subject
- ✓ Intervention staff



Work with us- Teachers aren't the enemy

Communication is key- if you need specific help or guidance then please speak with us.

Rewind to last year... Options Evening!

Hellesdon
Sixth Form

Your next step

Key Stage 3

Your achievement during Key Stage 4 will provide you with a wide range of options linked to these pathways.

???

Key Stage 4

What is the 'Journey to Excellence' programme?

This forms part of our Raising Achievement offer to all Year 10 and 11 students. It ties together all aspects of school through one central focus:

- ★ To allow our students to move onto the next steps of their education with **the best possible academic outcomes.**

HELLESDON
HIGH SCHOOL

What will Journey to Excellence look like:

- Information evenings
- Intervention programmes
- Rewards
- Academic tutoring
- PPEs (mocks)
- Reports
- Parents' Evenings
- Etc.



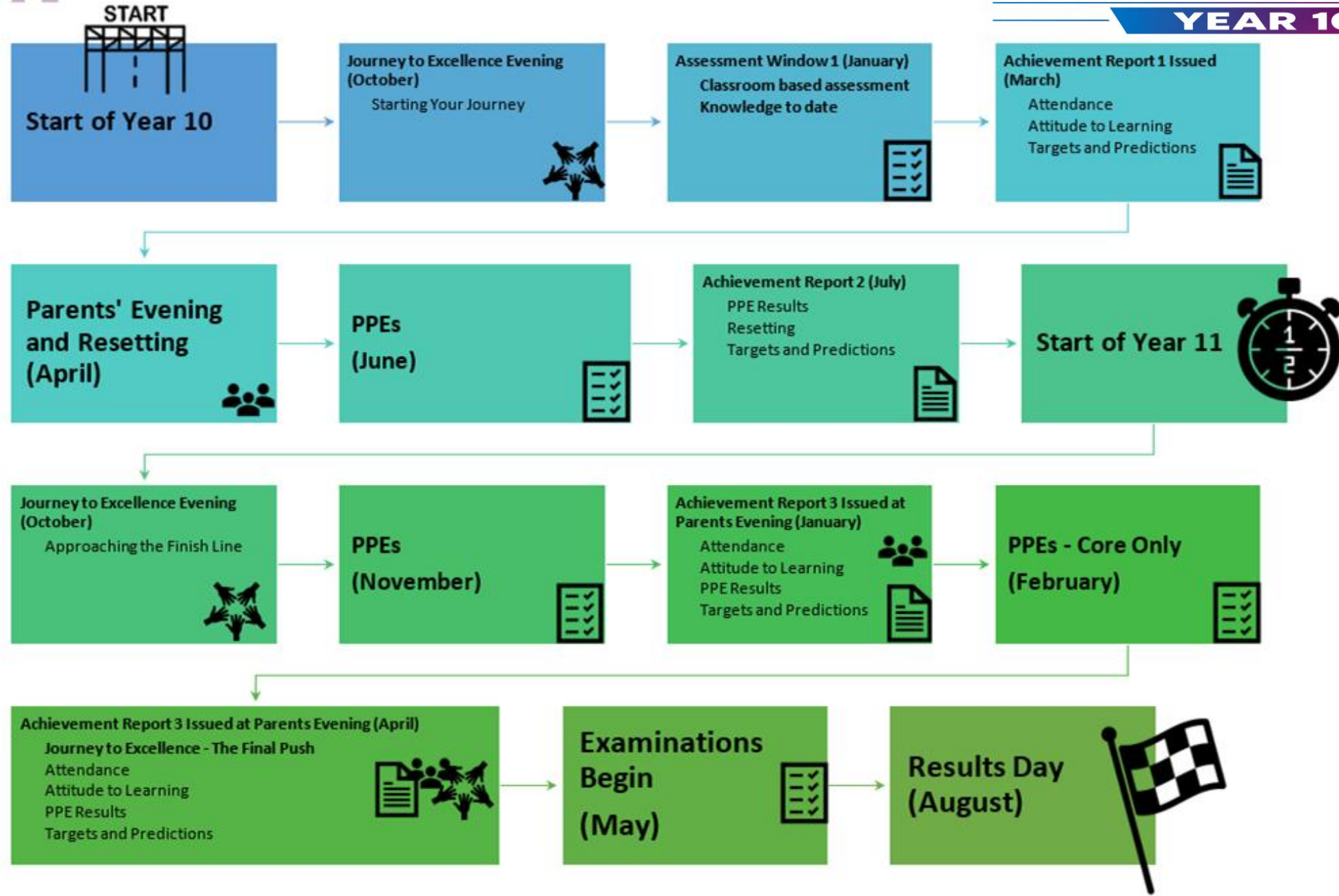
HELLESDON
HIGH SCHOOL

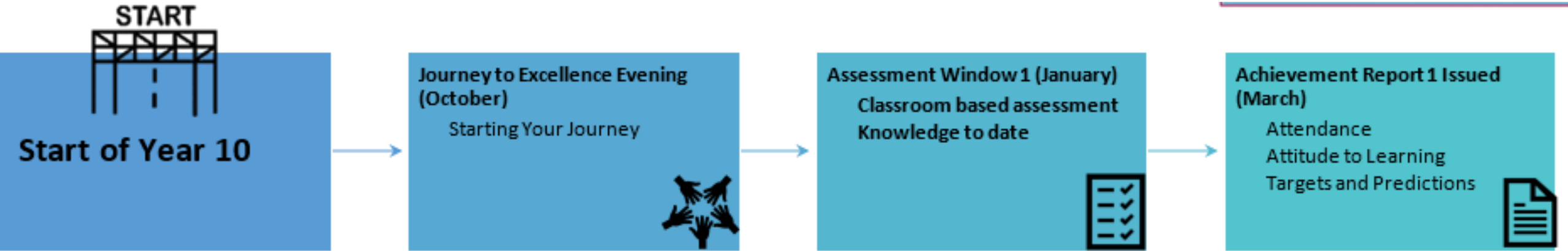


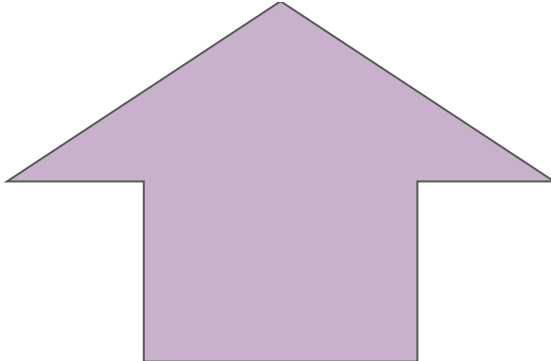
Journey to Excellence - Overview

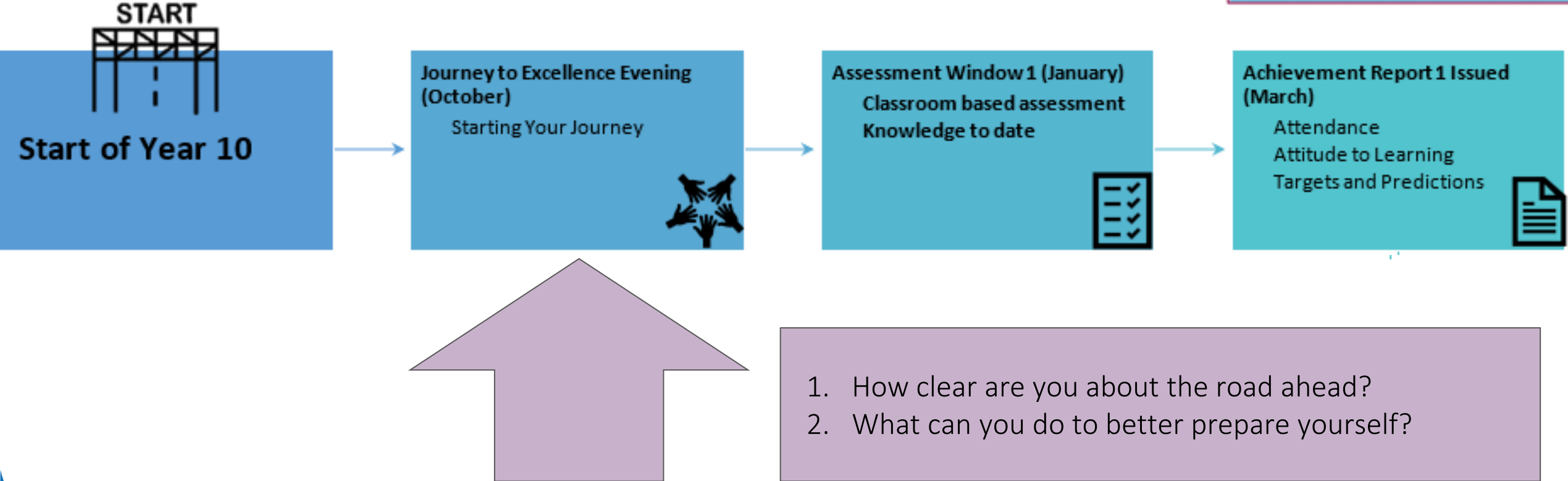
JOURNEY TO EXCELLENCE

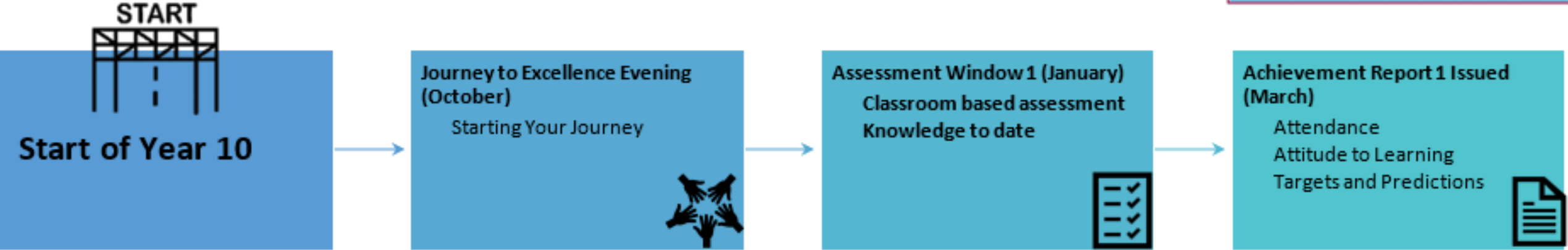
YEAR 10



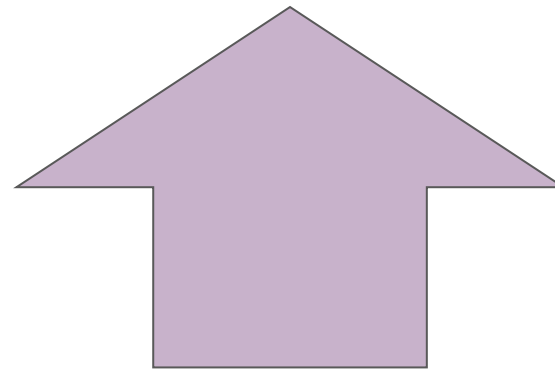


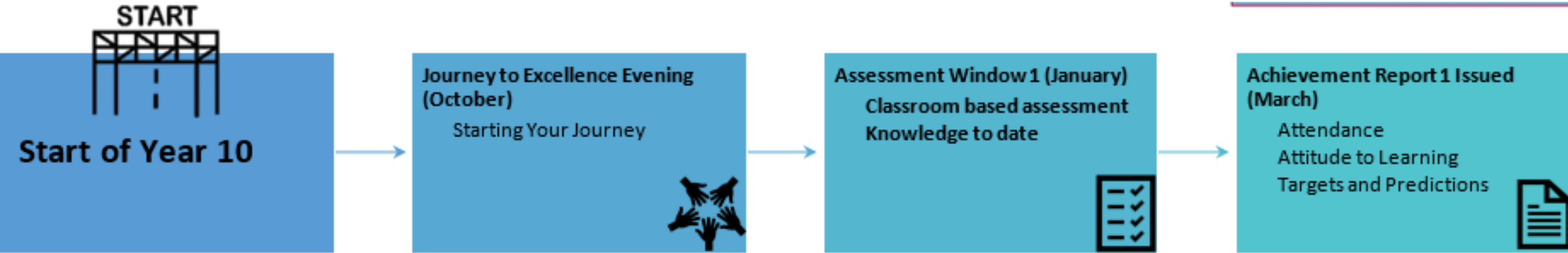
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1. How do you reflect on the start you've made to Year 10?
 2. How have you settled into your courses?
 3. How are you coping with the increased challenge and expectations?



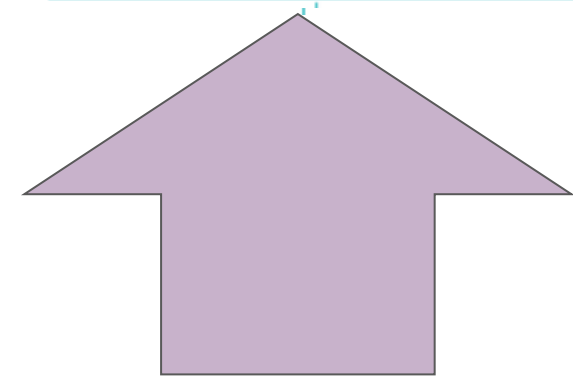


1. What have you learnt, understood and remembered from the first half year of lessons?
2. Can you show your potential in your assessments?





1. How is your effort reflected in your predictions?
2. What are your next steps?
3. Where are you flying?



Parents' Evening
and Resetting
(April)



PPEs
(June)



Achievement Report 2 (July)

PPE Results
Resetting
Targets and Predictions



Start of Year 11



- ★ How can your parents support?
- ★ Where do you need to be to progress?

- ★ What have you learnt, understood and remembered from the first year of lessons?
- ★ Can you show your potential in your assessments?

- ★ How is your effort reflected in your predictions?
- ★ What are your next steps?
- ★ Where are you flying?

- ★ How will you reflect on the year you've had?

So... how do you want to feel in
a year and a half?

Results Day
(August)



SO PROUD OF YOU

Making the Most of Year 10

- The knowledge you cover today, is needed for your examinations and assessments in your courses
 - Regularly retrieve knowledge through home learning and independent study
- Vocational assessment deadlines are final
 - Complete your work to the highest standard now to avoid capping your outcomes!
- Opening pathways for the future
 - Educational and career ambitions keep you focused on your achievement

Important dates- Needs updating

Careers fair- Tuesday 6th October 2026

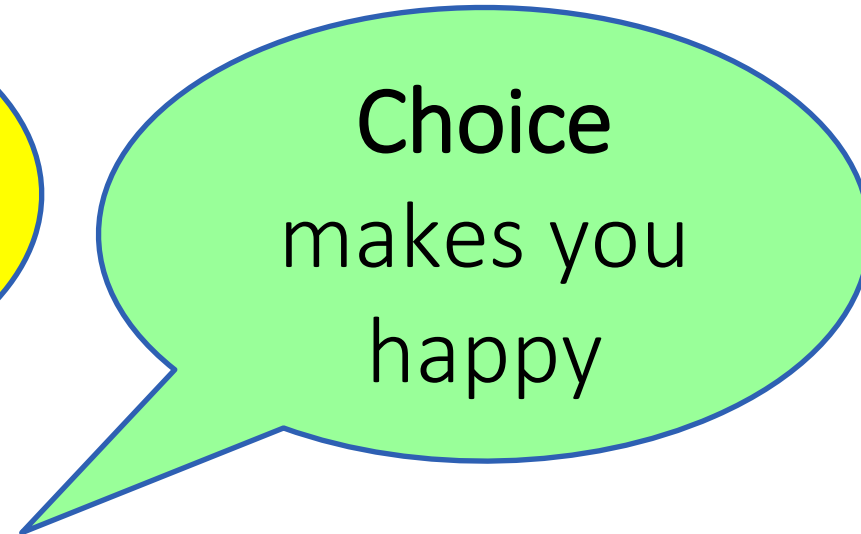
Maximise Potential- February 2027

Year 10 Parents Evening: Thursday 11th March 2027

Work Experience Week- Monday 17th -21st May 2027

Year 10 Mock Exams: Begin on Monday 23rd June 2027

GCSE Results = Long-term happiness



Exam results alter life choices & chances

Every subject counts



- Every GCSE subject you take gives you points depending on your grade
- Many sixth form colleges are now asking for your average point score in your best 8 subjects or ask you to reach a threshold on your best 8 subjects.
- Applications for sixth form places have been so oversubscribed by students who meet the entry criteria, they are now selecting students with highest average point score.
- Some students were offered places in the morning, only to then be denied places in the afternoon ! Even though they had met the published entry requirements!

JOURNEY TO EXCELLENCE

YOUR GCSEs **OPEN DOORS** FOR THE FUTURE

WENSUM TRUST

SIXTH FORM

APPRENTICESHIP

COLLEGE

UNIVERSITY

EMPLOYMENT

1 EVERY GCSE GIVES YOU POINTS

Each GCSE subject you take is worth a certain number of points depending on your grade.



2 COLLEGES LOOK AT YOUR **BEST 8 GCSEs**

Many sixth form colleges now ask for your average point score in your best 8 subjects or ask you to reach a threshold on your best 8 subjects.



3 PLACES ARE **HIGHLY COMPETITIVE**

Applications for sixth form places have been so oversubscribed by students who meet the entry criteria, they are now selecting students with the highest average point score.



4 PLACES CAN CHANGE **VERY QUICKLY!**

Some students were offered places in the morning, only to then be denied places in the afternoon – even though they had met the published entry requirements!



**MEETING THE
ENTRY CRITERIA
IS NO LONGER
A GUARANTEE.**

EXAMPLE:

BEST 8 GCSEs



6 x GCSEs at grade 6
2 x GCSEs at grade 5

TOTAL POINTS

42

AVERAGE POINT SCORE

$$42 \div 8 = \underline{\underline{5.25}}$$

Best 8 GCSEs = 42 points
42 divided by 8 = 5.25

WHY THIS MATTERS

- ✓ A higher average point score gives you more options for sixth form, college and beyond.
- ✓ The most competitive courses often take students with the highest scores.
- ✓ The more successful you are across your subjects, the more opportunities you will have.
- ✓ Make every subject count – your best 8 could open the door to your next steps.

YOUR NEXT STEP STARTS HERE

Why choose our Sixth Form?

GREAT CHOICES & STRONG RESULTS

A wide range of academic and vocational pathways

KNOW YOU. SUPPORT YOU.

Teachers and tutors who understand you and help you succeed

MORE THAN JUST QUALIFICATIONS

Leadership, enrichment, independence and confidence

READY FOR WHAT'S NEXT

University • Apprenticeships • Employment

Hellesdon Sixth Form – YOUR natural progression route!

SIXTH FORM → YOUR FUTURE

Where could it take you?

CAREERS

Discover what interests you and where
your strengths could take you

UNIVERSITY

Explore subjects, courses and future opportunities

APPRENTICESHIPS

Earn while you learn and gain valuable experience

EMPLOYMENT

Develop the skills, knowledge and confidence employers value

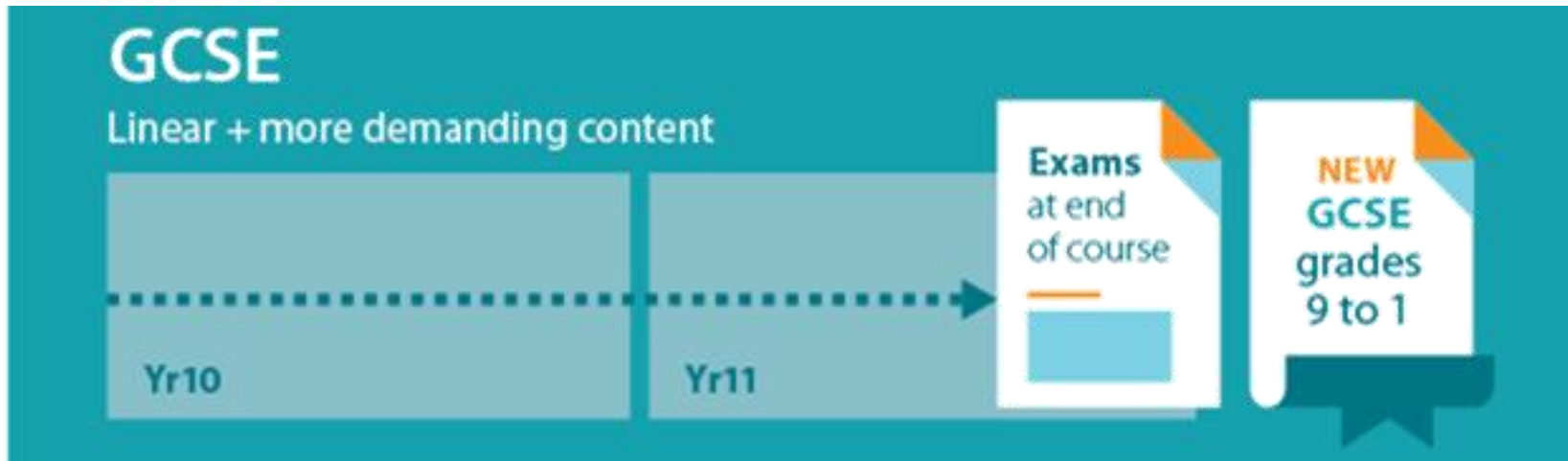
You don't need to know exactly what you want to do yet. You just need to start exploring your options.

Current GCSEs – Raising the bar

1. Curriculum / content
2. Coursework / Controlled assessments
3. New grading system
4. New “good pass” and “standard pass”

Curriculum / Content

- More content for all GCSEs
- More demanding content in terms of academic challenge
- Change in coursework for some subjects
- “Linear” (exams at the end of Y11 only)



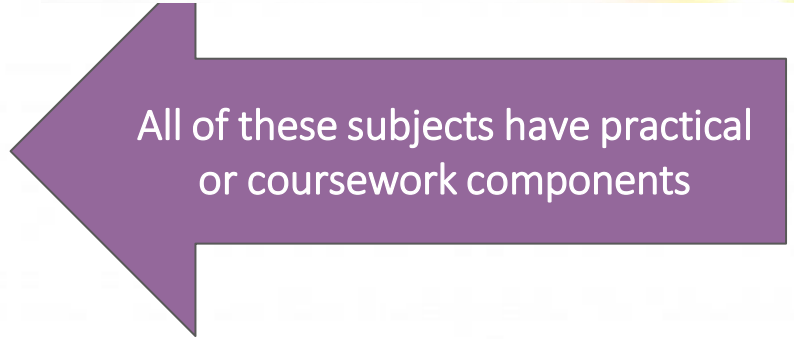
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Art
Graphics
Photography
IT
Construction
Engineering
Hair & Beauty
Catering
Resistant Materials

Drama
Health & Social Care
Media Studies
Music
PE
Languages

**JOURNEY TO
EXCELLENCE**
YEAR 10



All of these subjects have practical
or coursework components



...which is great!

You will go into your examinations knowing that you have already achieved the best marks possible.

Support Available:

- ★ Clear guidance in the classroom
- ★ Vocational support days to give you focused time to achieve
- ★ Clear deadlines from us to parents so you can stay on top of your submissions



HELLESDON
HIGH SCHOOL

Current GCSEs – Raising the bar

1. Curriculum / content
2. Coursework / Controlled Assessments
3. New “good pass” and “standard pass”

GCSE GRADES EXPLAINED

A GUIDE FOR PARENTS AND CARERS

	LEVEL 1 PASS Equivalent to lower grades				LEVEL 2 PASS Equivalent to higher grades				
OLD GCSE GRADES (LEGACY SYSTEM)	G	F	E	D	C	B	A	A*	
VOCATIONAL GRADES (e.g. BTECs)	P	M	D		P	M	D	D*	
NEW GCSE GRADES (9-1)	1	2	3	4	5	6	7	8	9
				STANDARD PASS Grade 4 Required as a minimum in English and Maths.	STRONG PASS Grade 5 Often required for many college courses and apprenticeships.				MINIMUM FOR A LEVEL STUDY Grade 7 Usually the minimum grade required for A level study in many subjects.

KEY INFORMATION



Grades 9-1
are the new GCSE
grades and replace
the old A*-G system.



A Grade 4
is considered a
standard pass and
equivalent to a
low Grade C.



A Grade 5
is a strong pass and
equivalent to a
high Grade C / low B.



Grades 7, 8 and 9
are equivalent to
the old A and A* and
are often required
for A level study.



WHAT DO THE GRADES MEAN?

Grade 9 is the highest grade.
Grade 1 is the lowest grade.
A Grade 4 is considered a standard pass.



KEY MILESTONES

- Grade 4 – standard pass (required in English and Maths)
- Grade 5 – strong pass
- Grade 7 – often the minimum for A level study



SUPPORTING SUCCESS

Our aim is to support every pupil to achieve the best grades possible and to keep all options open for their future pathways.



BRIGHTER FUTURES

GCSE success opens doors to further education, training and exciting opportunities in the future.

The importance of English and Maths

- **Core requirement for further study and employment-** Both English and Maths are compulsory GCSEs that almost all post-16 courses and employers require. Students must achieve at least Grade 4 to pass; otherwise, they will have to retake the exam post-16, which can affect confidence and progression.
- **Minimum benchmark for progression-** Achieving Grade 5 or above is increasingly seen as the standard for studying A-Levels and many vocational courses. Students below this level may face limitations in the courses they can take at college.
- **Higher grades open more opportunities-** A Grade 7 or above in English or Maths can significantly enhance a student's profile for: Selective sixth form colleges. Competitive A-Level courses. UCAS applications for selective universities and specific degree courses (e.g., Law, Medicine, Engineering).

Attendance

- Students should aim for 100% attendance.
- Good attendance will maximise your child's learning and will positively impact their performance at GCSE.
- 90% attendance is the equivalent to missing 4 weeks of school which is 100 hours of learning!
- Holidays in term time are not permitted.

Punctuality

- Students must arrive to lessons on time



ATTEND TODAY. ACHIEVE TOMORROW.

SAME LESSONS. BRIGHTER FUTURES.



GOOD ATTENDANCE OPENS DOORS

More learning. More opportunities. A brighter future.

BE HERE
BELONG
ACHIEVE



Year 11 pupils with attendance of **95% or higher** are **1.9 times (nearly double)** as likely to achieve **Grade 5 or above** in both **English and Maths GCSEs** compared with pupils with 90%–95% attendance.

Source: Schools Week



Missing just **10 days** of school (around 5% of the academic year) in Year 11 **halves the likelihood** of achieving a Grade 5 in core subjects compared with full attendance.

Source: Schools Week



DfE Key Stage 4 tracking shows pupils maintaining **95%–100% attendance** achieve on average **over one full GCSE grade higher** across subjects than pupils who are persistently absent (below 90%).

EVERY DAY COUNTS

ATTENDANCE AND DAYS MISSED OVER A SCHOOL YEAR

100% attendance 0 days missed	95% attendance 9–10 days missed	90% attendance 19 days missed	85% attendance 29 days missed	80% attendance 38 days missed
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MORE LEARNING

Get the most from every lesson



STRONGER PROGRESS

Build knowledge and confidence



MORE OPPORTUNITIES

Keep future options open



BETTER PREPARATION FOR GCSEs

Be ready to succeed

“Attendance is the strongest predictor of academic success at secondary school.”

DfE

Small steps.
Big futures.

enjoy, achieve, succeed

When in life is 90% not good enough?

90% attendance is classed as persistent absence and adds up to missing 4 weeks of learning throughout the year.

Good attendance and punctuality is important life skill that is needed for all students future success

ATTEND TODAY. ACHIEVE TOMORROW.

SAME LESSONS. BRIGHTER FUTURES.



GOOD ATTENDANCE OPENS DOORS

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Small steps.
Big futures.

Pupils with good attendance are more than twice as likely to pass their English and Maths GCSEs compared to those who are persistently absent.

Only 12% of pupils with below 80% school attendance achieve five or more GCSEs at grades 9 to 4 (old A*–C) including English and Maths

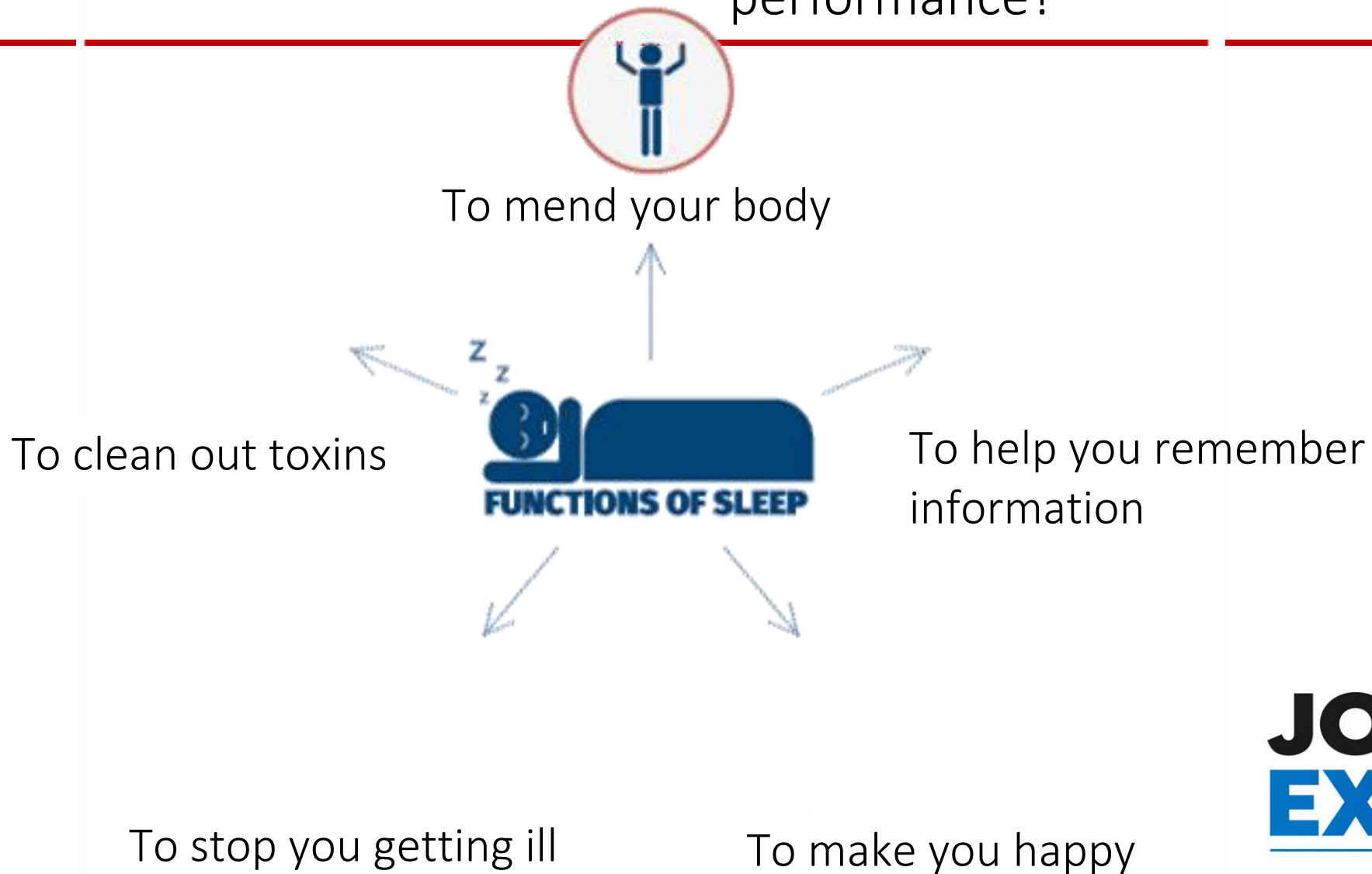
Compared to 68% for pupils with attendance greater than 95%. (Attendance of 95% for the year equals 10 days that your child has been absent)

What is the importance of **sleep** to learning and exam performance?



When you are experiencing anxiety, you may find it difficult to sleep.

: What is the importance of **sleep** to learning and exam performance?



Why we
need
sleep

Sleep Matters- What can parents do?

- **Have a sleep chat-** Talk with your teenager. Express your concerns openly and ask them what they think.
- **Establish a lights out agreement-** Negotiate a reasonable school night bedtime, and make sure your teen sticks to it. Give your support by helping organise the timing of evening activities. Teens, especially boys, are poor evening organisers, and this often delays their bedtime.
- **Condition bed with relaxation-** Bed should be associated with sleep only. Condition teenagers to associate bed with relaxation. Get your teen to agree to use the bed only for sleep. Don't let them use the bed outside sleep times.
- **Implement a pre-bedtime routine-** Create a relaxing 'winding down' routine that starts 45 minutes before bedtime. No screens. No school work. The routine should be done at the same time and in the same order each night. A routine slowly trains the brain that 'sleep is coming soon'.
- **Don't allow sleep-ins-** Minimise big weekend sleep-ins as much as possible. Regular sleep times are important for forming good sleep habits.
- **Limit screens-** All screen devices should be away from the bedroom at night. If a device needs recharging, do it in another room. This is usually very unpopular. You will get pushback! If you are unable to separate your teen from their phone, there are apps that can enforce screen time limits.
- **More digital device strategies-** School work should be completed before social screen activity begins. Multi-tasking can delay night-time activities and overstimulate young people. Be a good digital role model: follow these rules yourself.

Home learning- It is vital!

- Revision
- The purpose of home learning and why it is important
- Parental support makes a difference





The Power of Independent learning



- GCSE success isn't just about lessons — it's about what happens outside the classroom.
- Independent learners take ownership of their learning.
- Encourages deeper understanding, not just memorising facts.
- Helps pupils develop problem-solving and self-management skills for future study or work.
- Builds confidence — they know how to help themselves.

Home learning – how can parents help?

- Home learning is set on Class
- All parents have their own a
- Notifications
- Powerful conversations
- Homework is deliberately set so that parents/carers can support their child's learning at home and manage their work

Key findings

1. Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.
2. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).
3. Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.
4. It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).

Create a work space

- Help them to organise this space so everything is at hand



The role of Routine and Structure

- **Consistent daily routines** help pupils stay organised and reduce last-minute stress.
- **Dedicated study time** at home creates good habits.
- **Balance matters** — a structured routine leaves time for both work and rest.
- **Clear routines** signal to the brain: “This is **learning time**.”

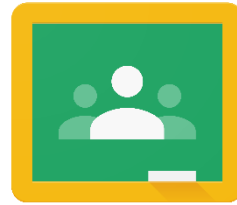


Making use of the resources available to you

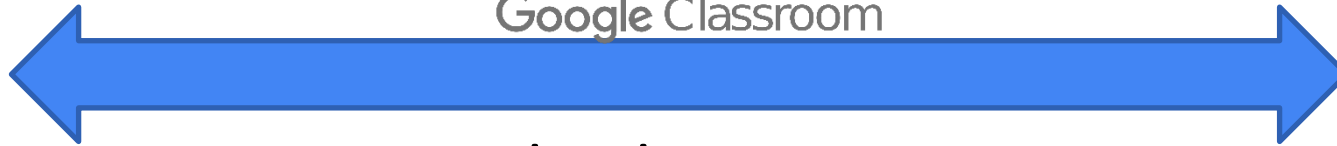
We have wealth of incredibly useful and proven revision resources at our disposal to help GCSE students attain highly.



GCSEPod



Google Classroom



Google Classroom



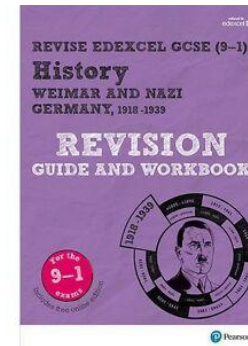
Seneca



Pixl Apps



Oak National Academy



Traditional revision materials

What is GCSEPod?

3-5
minute
'Pods'

28+
subjects

Easy
to use

10 years experience as an
award
winning educational
publisher

57.9 million
pods
watched

17.4 million
pods
watched in
2021

- Mapped to the curriculum
- Available on all platforms

1 in 3 secondary schools in the UK
subscribe

- In use across 40+ countries

“The Netflix of GCSE
Content”



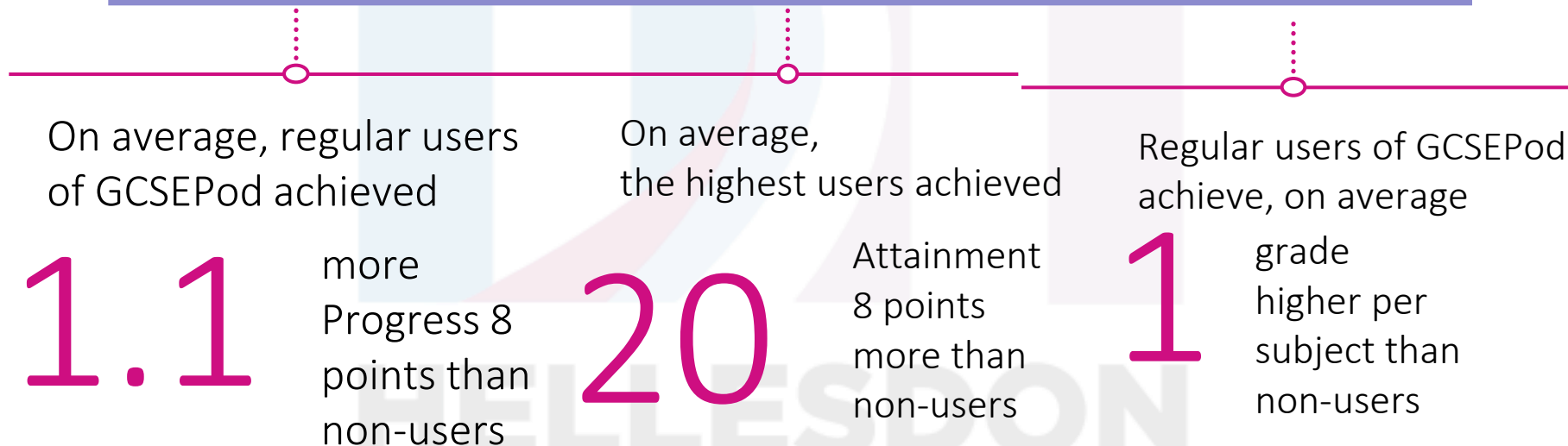
GCSEPod covers a broad range of subjects

The subjects are filtered on your child's account to what they study and their exam boards



Why it works!

Year 11 Impact Analysis



Want to know more?

Visit www.gcsepod.com/parents to find out more and get exclusive access to additional resources that will help you support your child

Register for a free parent/carers webinars to find out more

Watch the parents introductory video I have uploaded to the school's website.

www.gcsepod.com/podup-presents-webinars/

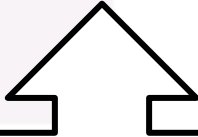


Getting it right, most of the time!

1. Effective revision habits
2. 'Coaching your child' How to approach difficult school-based conversations
3. Psychology of success

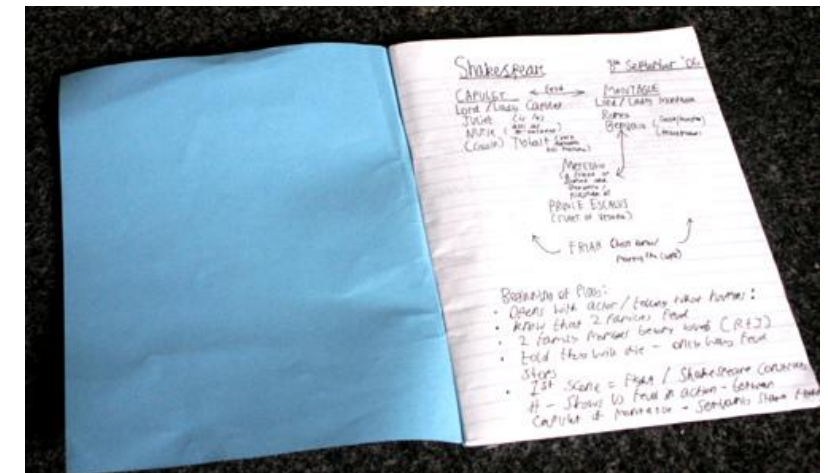
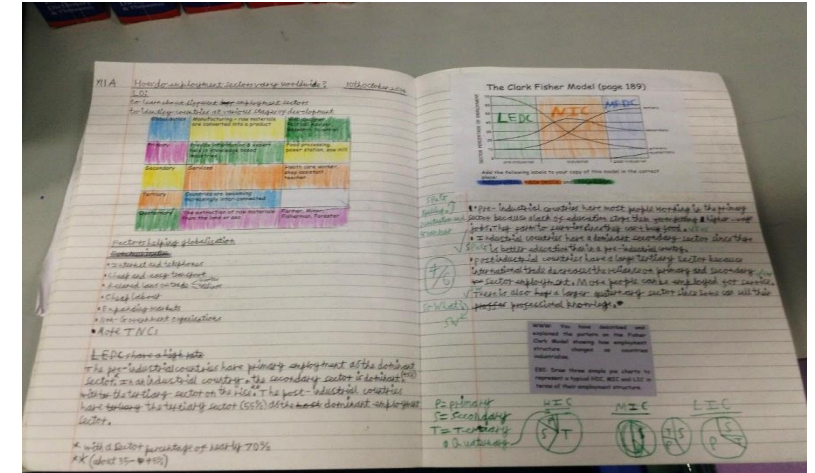
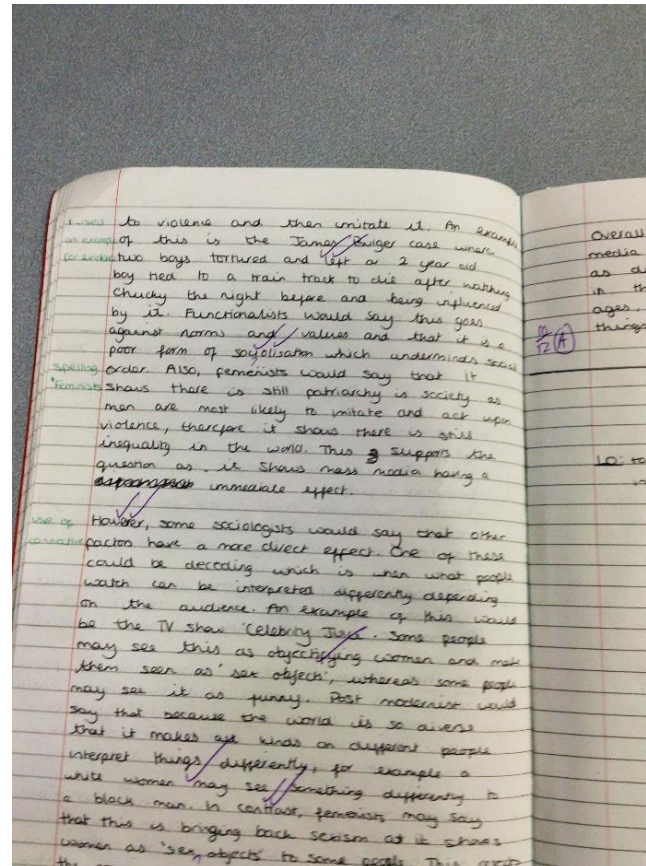


The Science of revising

Most Powerful Strategies	Least Powerful Strategies
• Practice exam questions (PowerHour) • Quizzing • Flashcards • Mind-maps • Spacing out your revision	• Re-reading • Summarising • Highlighting  These three make you feel you are doing something, but your brain isn't working hard! • Cramming

Student's own notes

- The work you do in class is key and essential to your future success.
- You make Yr11 far easier by working hard in class in Year 10.



Getting it right, most of the time!

1. Effective revision habits
2. Coaching your child- How to approach difficult school-based conversations
3. Psychology of success



Common Parental Questions

Q. What books do I need to buy to help?

A. These will be made available on Scopay for each department. Please speak to the heads of department and subject leads who will be able to help you with the specifics of which ones to buy.

Q. How do I help my child?

A. Know their timeline and key dates, particularly around assessments. Speak to their tutor early if you're worried, and talk about how they're getting on, and where they want to go next.

Q. Could we have information about Year 10 work experience?

Y10 WEX will take place in the week commencing May 11th 2027. This year, details of placements will be added online. Letters will be sent out in the coming weeks, but parents/ carers/ students can start looking for possible placements.

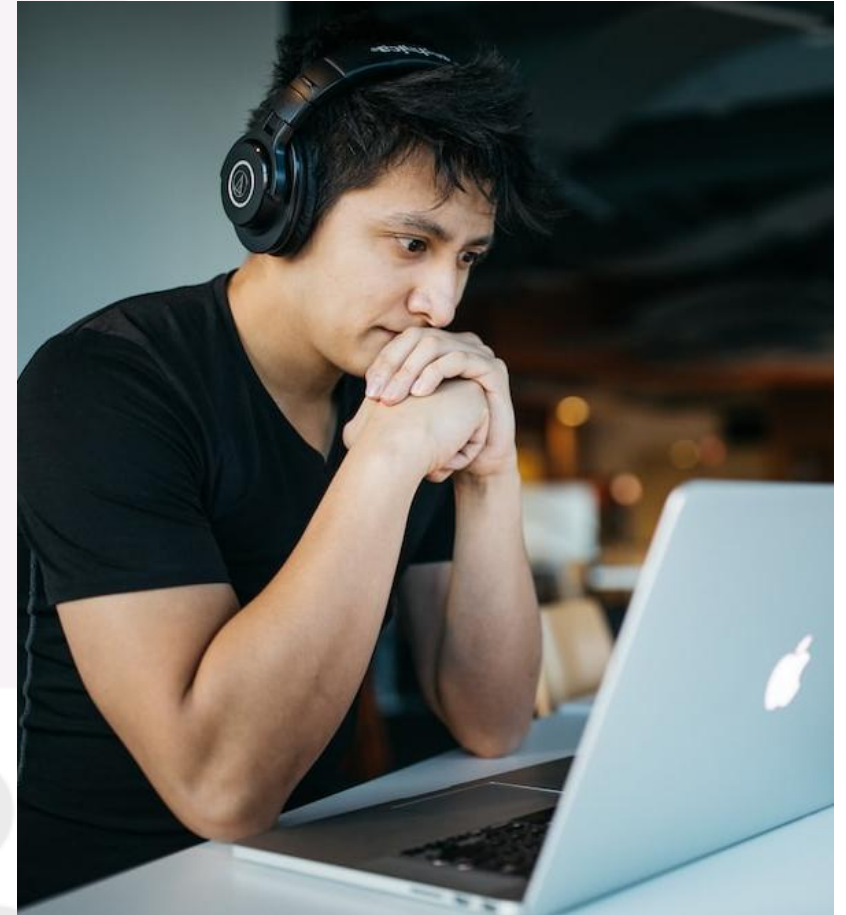
Q. What about revision?

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Coaching your child

"I've got no homework"

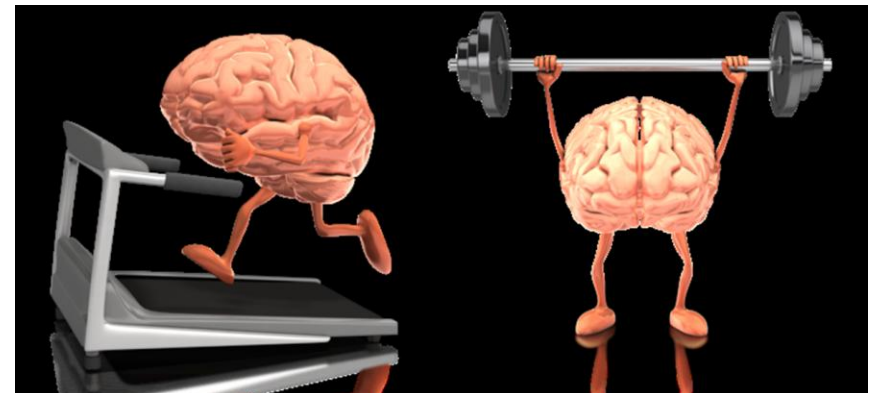
- Online:
 - GCSEPod
 - Google Classroom
 - Acle Academy Revision Zone
 - Seneca
 - BBC Bitesize
 - Youtube
 - Oak National > continuityoak.org.uk/
- Flashcards
- Exam questions



Coaching your child

“Some people are smarter than others”

- Be the best *you* can be.
- However much I train I won't be as fast as Mo Farrah, but I can be a lot faster than I am now.



Coaching your child

"I tried and failed in the past"

**First
Attempt
In
Learning**

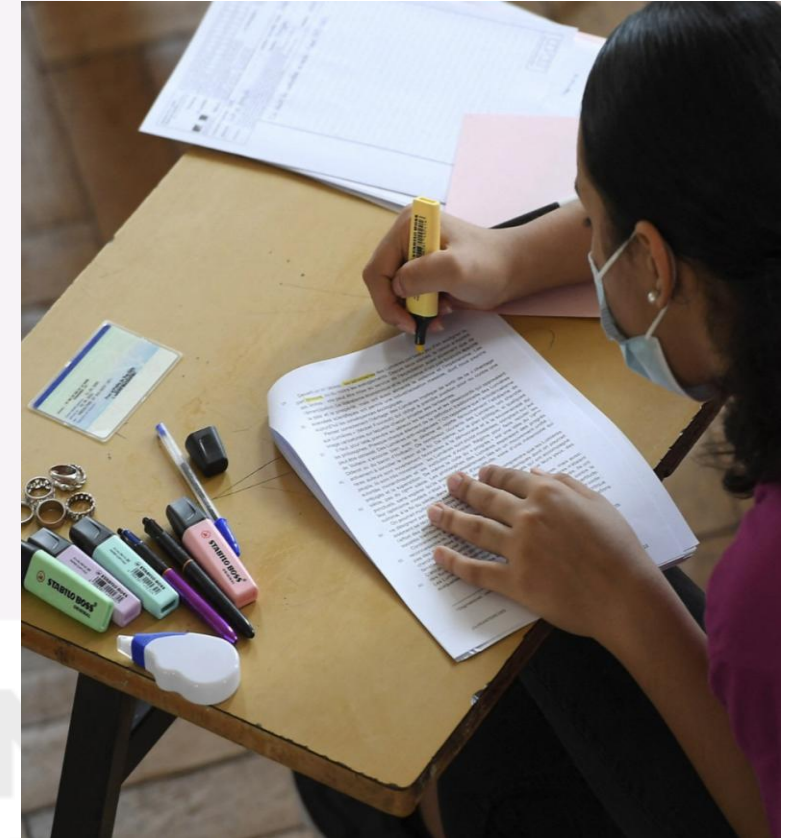
- See failure as a learning opportunity
- What do you need to do differently next time?

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Coaching your child

"I'll have fun now and work hard at the end"

- Work you do now will not be repeated
- If your work is badly organised and/or you answer questions "well enough" that will be all you have to revise from
- Little steps build up



HELLESDON
HIGH SCHOOL

Coaching your child



"I'll revise hard for the real exams"

- It's better to remind yourself each time than learn it from scratch – forgetting curve
- If you don't revise you won't be able to practise exam technique.

Coaching your child

"Something outside my control has made it not my fault" or "I would do better but..."

- Everyone has obstacles, and it's sometimes hard, but successful people overcome them.
- Have a revision plan – stick to it



HELLESDON
HIGH SCHOOL

Coaching your child

"It's boring"

- Sometimes important things are.

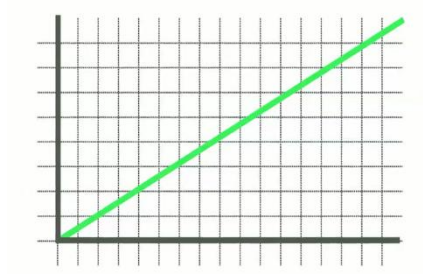


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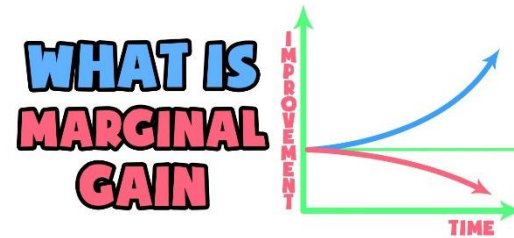
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3. **Psychology of success**



- Progress isn't linear



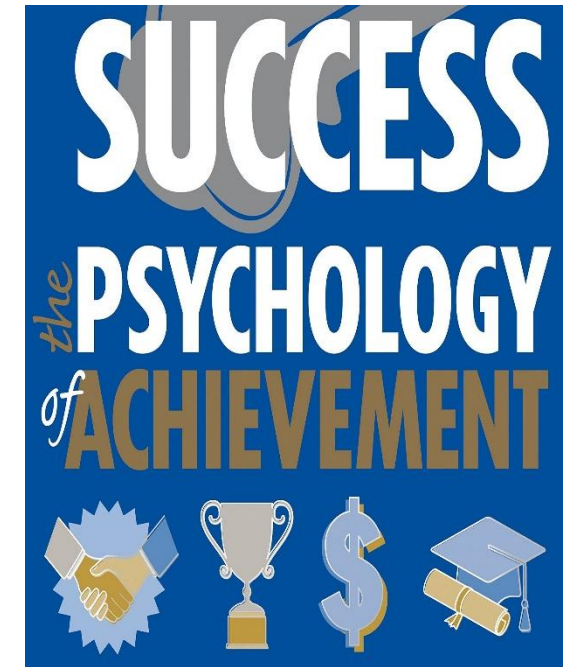
- Marginal Gains



- High impact

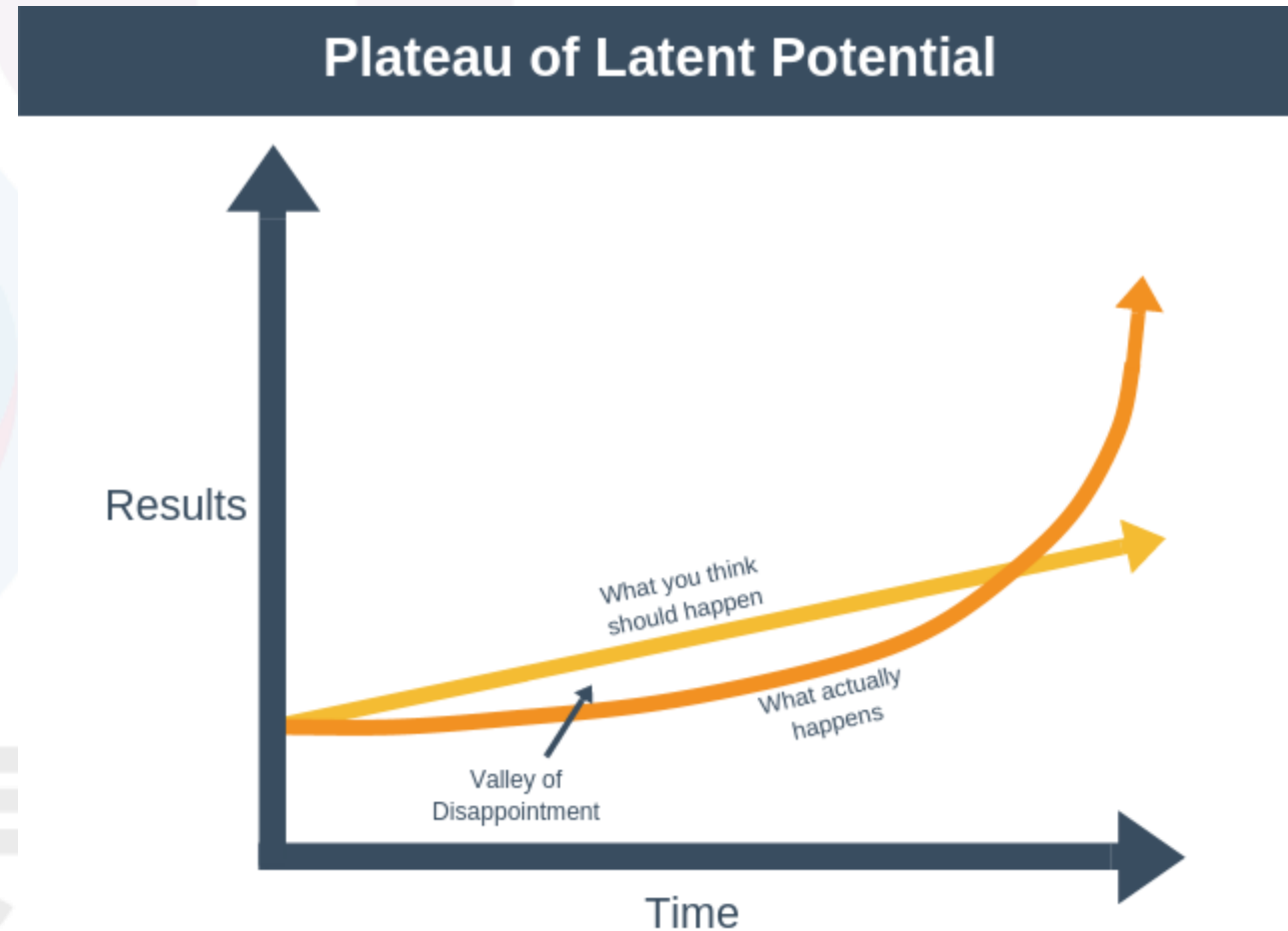


The psychology of success



You will not see instant results

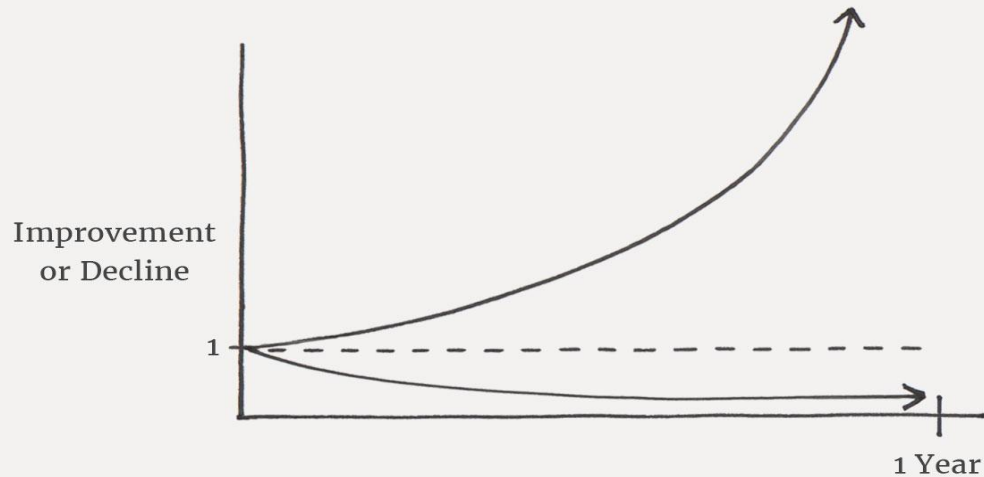
Creating new habits takes time to embed and will show results in the long-run. You will not always notice improvements immediately. You must be patient.



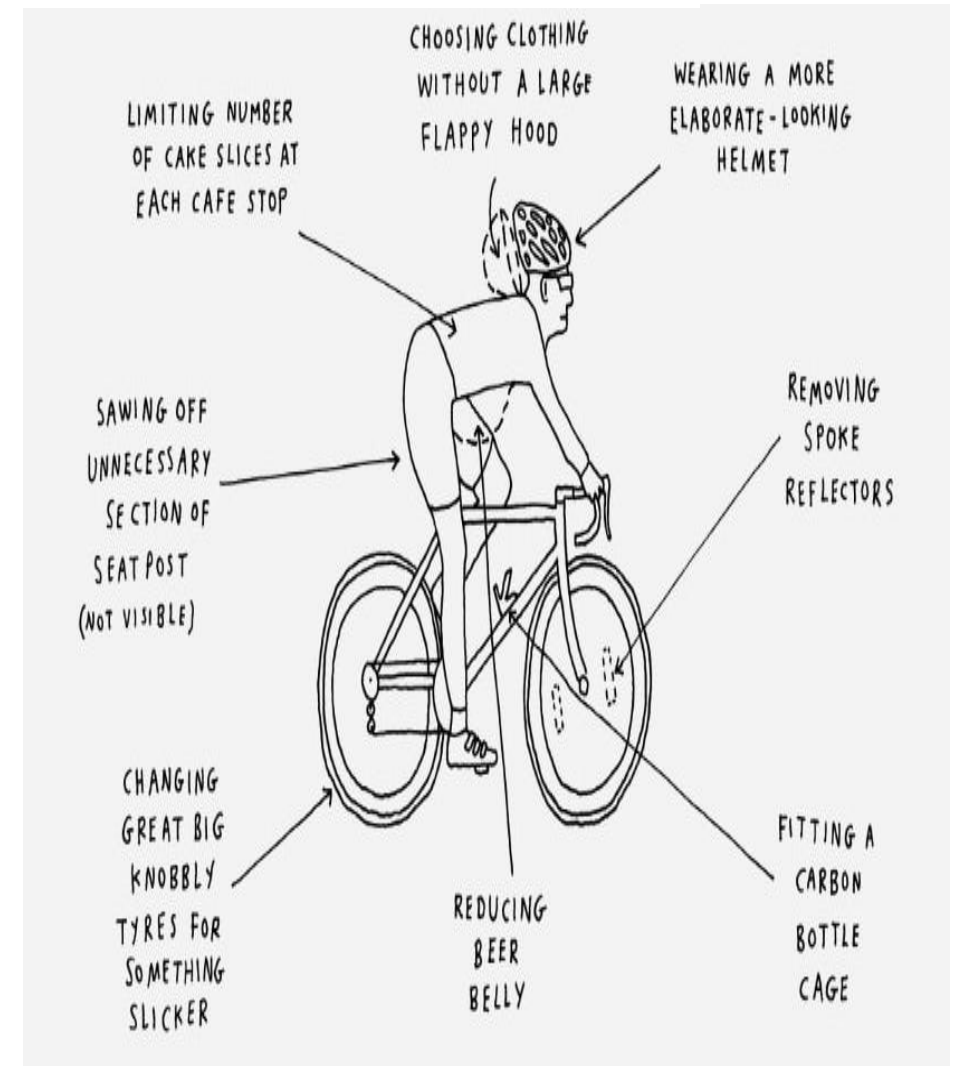
The impact of Marginal Gains

The Power of Tiny Gains

1% better every day $1.01^{365} = 37.78$
1% worse every day $0.99^{365} = 0.03$



JamesClear.com



THE DIFFERENCE BETWEEN IMPROVING
AND REGRESSING BY 1 PERCENT EVERY
DAY FOR 1 YEAR

$$1.01^{365} = 37.8$$

$$0.99^{365} = 0.03$$

What can **you** do to get 1% better each day?

- ✓ Adopt a positive attitude to each and every lesson.
- ✓ Don't think of cover lessons as 'doss' lessons or lessons where you don't need to work. That's on you!
- ✓ Work out where you are struggling and ask for help.
- ✓ Consolidate your learning by following on from it- e.g. GCSEPod, Cornell Notes or making flashcards.
- ✓ Work with your teachers and not against them.
- ✓ Consider 'flipped learning' by looking up topics you're due to be taught in advance and doing research on them.
- ✓ Practise exam questions and act on feedback.
- ✓ Make the most of every minute in lessons.
- ✓ Stop procrastinating- aim to spend 10 mins less a day on your phone and instead add 10 mins of study time.

Habits

Habit forming.

*“Getting one
percent better
everyday counts
for a lot in the
long-run”*



How can Parents Support Revision and Achievement?

ROUTINES



SLEEP



BALANCE



QUIET
DEDICATED
SPACE



TALK AND
PRAISE

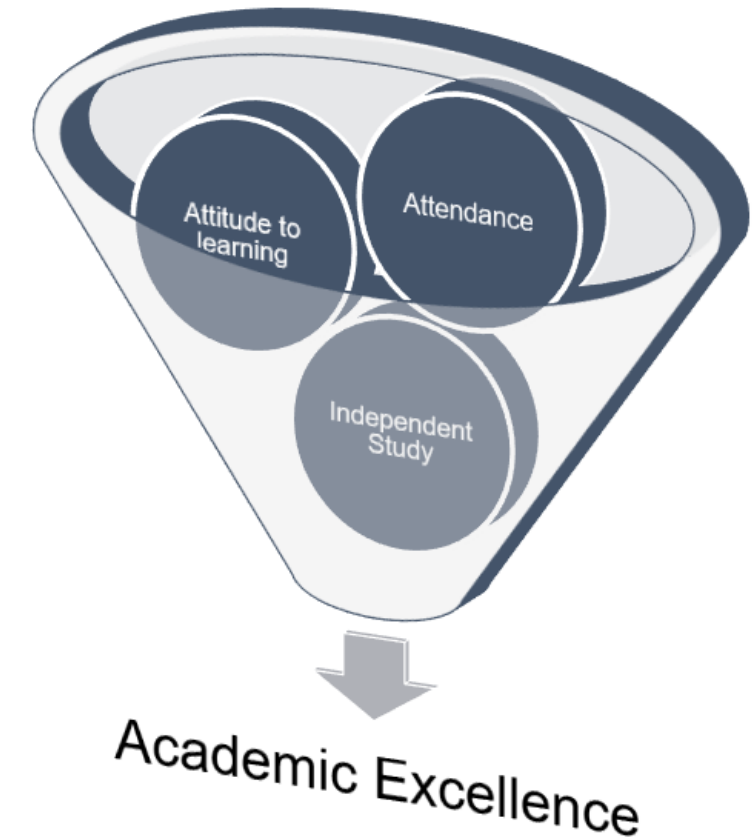


HELLEDON
HIGH SCHOOL



- **Attendance** – being in the building is the first and biggest influence on your chances of success
- **Attitude to learning** – capturing the knowledge your teachers share in each minute of each lesson will make you confident and ready for exams
- **Independent study** – take charge of your learning!

What changes do you need to make today to improve your chances tomorrow?



Everyone's role in Success

... but ultimately, they are your results. We believe you are capable of excellence. Your parents believe you are capable of excellence. Your determination and resilience will make you capable of excellence.

You can find
challenging
impactful ways of raising
their achievement

provide
opportunities, and
opportunities to give your
child all they need to
achieve



THREE THINGS TO TAKE AWAY TONIGHT

1. YEAR 10 MATTERS — START STRONG NOW- What pupils do now makes Year 11 easier.

The knowledge being taught now will be needed in the final examinations. **Attendance, effort in lessons, completing home learning and meeting coursework deadlines** all matter now — not next year. Strong habits in Year 10 reduce pressure later and create more options after GCSEs.

2. BUILD THE RIGHT HABITS — LITTLE AND OFTEN Lessons → Home Learning → Independent Study

Don't wait for Year 11 to start revising. Develop the routine now: **retrieve previous learning, use GCSEPod, complete homework properly, practise exam questions and act on feedback.** Ten purposeful minutes today is more valuable than promising hours of revision later.

3. PUPIL + HOME + SCHOOL — WE'RE ONE TEAM- Support them. Encourage them. Challenge them. Talk to us.

School will provide the **teaching, resources, intervention, guidance and opportunities.** At home, routines, sleep, a suitable place to work, encouragement and conversations about learning make a difference. But ultimately, pupils must begin **taking ownership of their own success.**